

Scope and Sequence for Kindergarten ELA

Trimester 1			
Unit		Instructional Days	Essential questions
		65 Days	
T1, Unit 0	<u>Reading(Wonders)</u> <u>Week One</u>(Days 1-5. Refer to Unit 1 Teacher Guide pages TS6-TS7) Standards addressed- none Content addressed- Identify & Belonging <u>Week Two</u>(Days 1-5. Refer to Unit 1 Teacher Guide pages TS6-TS7) Standards addressed- none Content addressed- Behavioral Self-Regulations <u>Week Three</u>(Days 1-5. Refer to Unit 1 Teacher Guide pages TS6-TS7) Standards addressed- none Content addressed- Focus Attention	15 Days	
T1, Unit 1	<u>Reading (Wonders)</u> <u>Week One</u> (Days 1-5. Refer to Unit 1 Teacher Guide pages T18-T19) Standards addressed-RI.K.7,RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.7, RL.K.9 Content addressed- With prompting and support: Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Retell familiar stories,including key details, Identify characters, settings, and major events in a story, Ask and answer questions about unknown words in a text, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), Compare and contrast the adventures and experiences of characters in familiar stories. <u>Week Two</u> (Days 1-5. Refer to Unit 1 Teacher Guide pages T114-T115) Standards addressed-RI.K.1,RI.K.3,RI.K.5,RI.K.7,RL.K.2, RL.K.3,RL.K.5, RL.K.7, RL.K.9 Content addressed- With prompting and support: Ask and answer questions about key details in a text, Describe the connection between two individuals, events, ideas, or pieces of information in a text, Identify the front cover, back cover, and title page of a book, Describe the relationship	14 Days	<u>Reading- Week One</u> RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.4 -Why is it important for readers to identify words they do not know? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading?

T1,Unit 1	between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Retell familiar stories, including key details, Identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), Compare and contrast the adventures and experiences of characters in familiar stories. Week Three (Days 1-5. Refer to Unit 1 Teacher Guide pages T210-T211) Standards addressed-RI.K.2,RI.K.6,RI.K.7,RI.K.9,RL.K.1,RL.K.5, RL.K.7, RL.K.10 Content addressed-With prompting and support: Identify the main topic and retell key details of a text, Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text, Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures), Ask and answer questions about key details in a text, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), Actively engage in group reading activities with purpose and understanding. <u>Word Work/Spelling (Wonders)</u> Week One (Days 1-5. Refer to Unit 1 Teacher Guide pages T18-T19) Standards addressed-RF.K.1, RF.K.1a, RF.K.2d, RF.K.3a, RF.K.3c,RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print, Follow words from left to right, top to bottom, and page by page, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Read emergent-reader texts with purpose and understanding. Week Two (Days 1-5. Refer to Unit 1 Teacher Guide pages T114-T115) Standards addressed-RF.K.1a, RF.K.1d, RF.K.2a, RF.K.2d, RF.K.3a RF.K.3b, RF.K.3c, RF.K.4 Content addressed-Follow words from left to right, top to bottom, and page by page, Recognize and name all upper- and lowercase letters of the	RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Week Two RI.K.1 -With prompting and support, ask and answer questions about key details in a text. RI.K.3 -How can making connections help understand informational text? -How do you describe the connection between two events? RI.K.5 -How do the components of a book help a reader? -Why is it important to know the parts of a book? RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)
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alphabet, Recognize and produce rhyming words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowel, Read emergent-reader texts with purpose and understanding. Week Three (Days 1-5. Refer to Unit 1 Teacher Guide pages T210-T211) Standards addressed-RF.K.1a RF.K.2c,RF.K.2d,RF.K.3a, RF.K.3b,RF.K.3c,RF.K.4 Content addressed- Follow words from left to right, top to bottom, and page by page, Blend and segment onsets and rimes of single-syllable spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Read emergent-reader texts with purpose and understanding. <u>Language-(Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5.Nouns- Unit 1 Teacher Guide T33,45,55,67,75 & Vocabulary T20-21,T34,T46,T56) Standards addressed-L.K.1a,L.K.1b,L.K.2b,L.K.2c (Unit 1, Nouns) L.K.5, L.K.5c,L.K.6 (Unit 1, Vocabulary) Content addressed-Nouns- Print many upper- and lowercase letters, Use frequently occurring nouns and verbs, Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes) Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Two (Days 1-5.Nouns- Unit 1 Teacher Guide T129,141,151,163,171 & Vocabulary T116-T117,T130,T142,T152) Standards addressed-L.K.1b,L.K.2c,L.K.2d (Unit 1, Nouns) L.K.5,L.K.5c,L.K.6 (Unit 1, Vocabulary) Content addressed-Nouns-Use frequently occurring nouns and verbs,	RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Week Three RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.6 -How do authors and illustrators present information? RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? RL.K.1 -How can asking and answering questions help me understand the text? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.10 -How do readers read with purpose and understanding? <u>Word Wor/Spelling</u> Week One, Week Two & Week Three RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2
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Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships Vocabulary- With guidance and support from adults, explore word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Three (Days 1-5.Nouns- Unit 1 Teacher Guide T225,T237,T247,T259,T267 & Vocabulary T212-T213,T226,T238,T248) Standards addressed-L.K.1b,L.K.1f,L.K.2,L.K.2c,L.K.2d (Unit 1, Nouns) L.K.5,L.K.5a,L.K.5c,L.K.6 (Unit 1, Vocabulary) Content addressed-Nouns-Use frequently occurring nouns and verbs, Produce and expand complete sentences in shared language activities, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings, Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <u>Writing-(Wonders)</u> Week One (Days 1-5. Refer to Unit 1 Teacher Guide pages T18-T19) Standards addressed-W.K.2, W.K.7,W.K.8 Content addressed- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 1 Teacher Guide pages T114-T115) Standards addressed-W.K.2, W.K.5, W.K.7,W.K.8 Content addressed- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, Participate in shared research and writing projects (e.g., explore a number of books by a	-How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? <u>Language</u> Week One, Week Two & Week Three L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? <u>Writing</u> Week one W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Two W.K.2
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	favorite author and express opinions about them), With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 1 Teacher Guide pages T210 & T211) Standards addressed-W.K.2, W.K.6, W.K.7,W.K.8 Content addressed- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.K.1,SL.K.1a,SL.K.2,SL.K.3,SL.K.6 Content addressed- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is not understood, Speak audibly and express thoughts, feelings, and ideas clearly Week Two (Days 1-5) Standards addressed- SL.K.1,SL.K.1a,SL.K.2,SL.K.3,SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is not understood, Speak audibly and express thoughts,	-How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.5 -How can answering questions from others help improve my writing? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Three W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One & Week Two SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3
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	feelings, and ideas clearly Week Three (Days 1-5) Standards addressed- SL.K.1,SL.K.1a,SL.K.2,SL.K.5,SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Add drawings or other visual displays to descriptions as desired to provide additional detail, Speak audibly and express thoughts, feelings, and ideas clearly. Grade K Unit Assessments		-What kinds of questions should I ask during a presentation to increase my understanding? SL.K.6 -How can I express my ideas clearly? Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.5 -How can visuals enhance a presentation? SL.K.6 -How can I express my ideas clearly?
Trimester 1, Unit 2	<u>Reading(Wonders)</u> Week One (Days 1-5. Refer to Unit 2 Teacher Guide pages T316-T317) Standards addressed-RI.K.1,RI.K.2,RI.K.4,RI.K.7,RI.K.9 Content addressed- With prompting and support: Ask and answer questions about key details in a text, Identify the main topic and retell key details of a text, Ask and answer questions about unknown words in a text, Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) Week Two (Days 1-5. Refer to Unit 2 Teacher Guide pages T412-T413) Standards addressed- RI.K.1,RI.K.2,RI.K.3,RI.K.4,RI.K.7,RI.K.9,RL.K.2 Content addressed- With prompting and support: Ask and answer questions about key details in a text, Identify the main topic and retell key details of a text, Describe the connection between two individuals, events, ideas, or pieces of information in a text., Ask and answer questions about unknown words in a text, Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or	19 Days	<u>Reading</u> Week One RI.K.1 -With prompting and support, ask and answer questions about key details in a text. RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.4 -What strategies do readers use to determine unknown words? RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? Week Two

procedures), Retell familiar stories, including key details. Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T508-509) Standards addressed-RI.K.7,RI.K.9,RL.K.2,RL.K.3,RL.K.5,RL.K.7 Content addressed- With prompting and support: Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures), Retell familiar stories, including key details, Identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) Week Four (Days 1-3. Refer to Unit 2 Teacher Guide pages T604-605) Standards addressed-RI.K.7,RL.K.2,RL.K.5 Content addressed-With prompting and support: Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts),With prompting and support, retell familiar stories, including key details, Recognize common types of texts (e.g., storybooks, poems). <u>Word Work/Spelling:</u> Week One (Days 1-5. Refer to Unit 2 Teacher Guide pages T316-T317) Standards addressed-RF.K.1,RF.K.1a,RF.K.2,RF.K.2d,RF.K.3,RF.K.3a,RF.K.3c, RF.K.3d,RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print, Follow words from left to right, top to bottom, and page by page,Demonstrate understanding of spoken words, syllables, and sounds (phonemes),Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does),Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Two (Days 1-5. Refer to Unit 2 Teacher Guide pages T412-T413) Standards addressed-RF.K.1a,RF.K.1c,RF.K.1d,RF.K.2,RF.K.2c,RF.K.2d,RF.K.3a,	RI.K.1 -With prompting and support, ask and answer questions about key details in a text. RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.3 -How can making connections help understand informational text? -How do you describe the connection between two events? RI.K.4 -What strategies do readers use to determine unknown words? RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? Week Three RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5
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	RF.K.3c, RF.K.3d, RF.K.4 Content addressed- Follow words from left to right, top to bottom, and page by page, Understand that words are separated by spaces in print, Recognize and name all upper- and lowercase letters of the alphabet, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Blend and segment onsets and rimes of single-syllable spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T508-T509) Standards addressed- RF.K.1a, RF.K.2a, RF.K.2b, RF.K.2d, RF.K.3, RF.K.3a, RF.K.3c, RF.K.3d, RF.K.4 Content addressed- Demonstrate understanding of the organization and basic features of print, Follow words from left to right, top to bottom, and page by page, Recognize and produce rhyming words, Count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Four (Days 1-5. Refer to Unit 2 Teacher Guide pages T604-T605) Standards addressed- RF.K.2a, RF.K.2b, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.4 Content addressed- Recognize and produce rhyming words, Count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and	-How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) Week Four RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.5 -How do readers identify the characteristics of a text? Word Work/Spelling: Week One, Week Two, Week Three RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? Week Four RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me
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short sounds with common spellings (graphemes), Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Read emergent-reader texts with purpose and understanding. <u>Language (Wonders) (grammar and vocabulary)-</u> Week One(Days 1-5. Verbs- Unit 2 Teacher Guide T331,T343,T353,T365,T373 & vocabulary T318-T319,T332,T344,T354) Standards addressed-L.K.1b,L.K.1f,L.K.2c,L.K.2d (Unit 2, Verbs) L.K.5,LK.5a,L.K.5c,L.K.6 (Unit 2, Vocabulary) Content addressed-Verbs- Use frequently occurring nouns and verbs, Produce and expand complete sentences in shared language activities, Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships Vocabulary- With guidance and support from adults, explore word relationships and nuances in word meanings, Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Two(Days 1-5. Verbs- Unit 2 Teacher Guide T427,439,448,461,469 & Vocabulary T414-415, T428,T440,T450,) Standards addressed- L.K.1a,L.K.1b,L.K.1f,L.K.2c,L.K.2d (Unit 2, Verbs) L.K.5a,L.K.5c,L.K.6 (Unit 2, Vocabulary) Content addressed- Verbs- Print many upper-and lowercase letters, Use frequently occurring nouns and verbs, Produce and expand complete sentences in shared language activities, Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships, Vocabulary-Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Three (Days 1-5. Verbs- Unit 2 Teacher Guide T523,535,545,557 & vocabulary T510-T511,T524,T536,T546) Standards addressed-L.K.1b,L.K.2c,L.K.2d (Unit 2, Verbs) L.K.5c,L.K.6 (Unit 2, Vocabulary) Content addressed-Verbs-Use frequently occurring nouns and verbs, Write a letter or letters for most consonant and short-vowel sounds (phonemes) Spell simple words phonetically, drawing on knowledge of sound-letter	be a better reader? Week Four RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? <u>Language</u> Week One, Week Two, Week Three, L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? <u>Writing:</u> Week One, Week Two, Week Three W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7
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relationships, Vocabulary- Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Four (Days 1-3) Standards addressed- NA Content addressed-NA <u>Writing:</u> <u>Genre Writing: Informational Text</u> (Refer to Unit 2 Teacher Guide pages T594-T603) Week One (Days 1-5. Refer to Unit 2 Teacher Guide pages T316-T317) Standards addressed-W.K.2,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 2 Teacher Guide pages T412-T413) Standards addressed-W.K.2,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T508-T509)	-How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? Week Two SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.K.4 -Why is it important to describe people, places, things, and events with details? SL.K.6 -How can I express my ideas clearly? Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2
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	Standards addressed-W.K.2,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Four Standards addressed- NA Content addressed- NA <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.2,,SL.K.3 Content addressed- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is not understood Week Two (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.2,SL.K.3,SL.K.4,SL.K.6 Content addressed- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is not understood, Describe familiar people, places, things, and events and, with prompting and support, provide additional detail, Speak audibly and express thoughts, feelings, and ideas clearly.	-How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.K.6 -How can I express my ideas clearly? Week Four SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation?
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	Week Three (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.2,,SL.K.3,SL.K.6 Content addressed- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is not understood, Speak audibly and express thoughts, feelings, and ideas clearly. Week Four (Days 1-3) Standards addressed-SL.K.1a Content addressed- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) Grade K Unit Assessments		
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Trimester 1, Unit 3	<u>Reading(Wonders)</u> Week One (Days 1-5 Refer to Unit 3 Teacher Guide pages T18-T19) Standards addressed- RI.K.2,RI.K.7,RI.K.8,RL.K.2,RL.K.3.RL.K.5,RL.K.7,RL.K.9 Content addressed- With prompting and support: Identify the main topic and retell key details of a text, Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Identify the reasons an author gives to support r points in a text, Retell familiar stories, including key details, Identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), Compare and contrast the adventures and experiences of characters in familiar stories. Week Two (Days 1-5 Refer to Unit 3 Teacher Guide pages T114-T115) Standards addressed- RI.K.4,RI.K.5,RI.K.7,RL.K.1,RL.K.2,RL.K.3.RL.K.5,RL.K.7,RL.K.9 Content addressed- With prompting and support,: Ask and answer questions about unknown words in a text, Identify the front cover, back cover, and title page of a book, Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Ask and answer questions about key details in a text, Retell familiar stories, including key details, Identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), Compare and contrast the adventures and experiences of characters in familiar stories. Week Three (Days 1-5 Refer to Unit 3 Teacher Guide pages T210-T211) Standards addressed-RI.K.2,RI.K.7,RL.K.2,RL.K.3.RL.K.5,RL.K.7,RL.K.9 Content addressed- With prompting and support: Identify the main topic and retell key details of a text, Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), Retell familiar stories, including key details, Identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), Compare and contrast the adventures and experiences of characters in familiar stories.	15 Days	<u>Reading</u> Week One RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.7 -How can illustrations help me understand information? RI.K.8 How does an author support what he says in the text? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. Week Two RI.K.4 -What strategies do readers use to determine unknown words? RI.K.5 -How do the components of a book help a reader? -Why is it important to know the parts of a book?
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<u>Word Work/Spelling:</u> Week One (Days 1-5. Refer to Unit 3 Teacher Guide pages T18-T19) Standards addressed-RF.K.1a,RF.K.1c,RF.K.1d,RF.K.2,RF.K.2a,RF.K.2d,RF.K.3,RF.K.3a-d Content addressed-Follow words from left to right, top to bottom, and page by page, Understand that words are separated by spaces in print, Recognize and name all upper- and lowercase letters of the alphabet, Demonstrate understanding of spoken words, syllables, and sounds (phonemes),Recognize and produce rhyming words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Two (Days 1-5. Refer to Unit 3 Teacher Guide pages T114-T115) Standards addressed-RF.K.1,RF.K.1a-c,RF.K.2,RF.K.2a,RF.K.2c,RF.K.2d,RF.K.3,RF.K.3a-d, RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print, Follow words from left to right, top to bottom, and page by page, Recognize that spoken words are represented in written language by specific sequences of letters, Understand that words are separated by spaces in print, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Recognize and produce rhyming words, Blend and segment onsets and rimes of single-syllable spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding.	RI.K.7 -How can illustrations help me understand information? RL.K.1 -How can asking and answering questions help me understand the text? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories. Week Three RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story?
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Week Three(Days 1-5. Refer to Unit 3 Teacher Guide pages T210-T211) Standards addressed-RF.K.1,RF.K.1a,RF.K.2,RF.K.2b,RF.K.2d,RF.K.2e, RF.K.3,RF.K.3a-d Content addressed-Demonstrate understanding of the organization and basic features of print, Follow words from left to right, top to bottom, and page by page, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Sentences- Unit 3 Teacher GuideT33,45,55,67,75 & vocabulary T20-21, T34,T46,T56) Standards addressed-L.K.1b,L.K.2a,L.K.2b,L.K.2c,L.K.2d (Unit 3, Sentences) L.K.5,L.K.5c,L.K.6 (Unit 3, Vocabulary) Content addressed-Sentences-Use frequently occurring nouns and verbs, Capitalize the first word in a sentence and the pronoun I, Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships, Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts Week Two (Days 1-5 Sentences- Unit 3 Teacher Guide T129,141,151,163,171 & vocabulary T116-T117,T130,T142,T152) Standards addressed- L.K.2a,L.K.2b,L.K.2c,L.K.2d (Unit 3, Sentences)L.K.5,L.K.5c,L.K.6 (Unit 3, Vocabulary) Content addressed-Sentences-Capitalize the first word in a sentence and the pronoun I, Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships, Vocabulary-With guidance and support from adults, explore word	RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories <u>Word Work/Spelling</u> Week One, Week Three RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? Week Two RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding?
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	relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts Week Three (Days 1-5.Sentences- Unit 3 Teacher Guide T225,237,247,259,267 & vocabulary T212-T213,T226,T238,T248) Standards addressed-L.K.1d,L.K.2a,L.K.2b,L.K.2c,L.K.2d(Unit 3, Sentences) L.K.5,L.K.5c,L.K.6(Unit 3, Vocabulary) Content addressed- Sentences-Understand and use questions words, (interrogatives) (e.g., who, what, where, when, why, how), Capitalize the first word in a sentence and the pronoun I, Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes), Spell simple words phonetically, drawing on knowledge of sound-letter relationships, Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., note places at school that are colorful), Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Writing: Week One (Days 1-5. Refer to Unit 3 Teacher Guide pages T18-T19) Standards addressed-W.K.3,W.K.5,W.K.6,W.K.7 Content addressed-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Week Two (Days 1-5. Refer to Unit 3 Teacher Guide pages T114-T115) Standards addressed-W.K.2,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and	Language Week One L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Week Two L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Week Three L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words?
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express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 3 Teacher Guide pages T210-T211) Standards addressed-W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Speaking/Listening</u> Week One (Days 1-5) Standards addressed-SL.K.1a,SL.K.1b,SL.K.2,SL.K.3,SL.K.6 Content addressed- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Continue a conversation through multiple exchanges, Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is not understood, Speak audibly and express thoughts, feelings, and ideas clearly. Week Two (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.1b,SL.K.2,SL.K.3,SL.K.5,SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Continue a conversation through multiple exchanges, Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information, or clarify something that is	- How do I use new words I learn in my language? <u>Writing</u> Week One W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? Week Two W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question?
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	not understood, Add drawings or other visuals displays to descriptions as desired to provide additional detail, Speak audibly and express thoughts, feelings, and ideas clearly. Week Three (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.1b,SL.K.2,SL.K.3 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion), Continue a conversation through multiple exchanges, Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information or clarify something that is not understood Grade K Unit Assessments	Week Three W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.K.6 -How can I express my ideas clearly? Week Two SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2
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			-How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.K.5 -How can visuals enhance a presentation? SL.K.6 -How can I express my ideas clearly? Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding
		Total: 65	

Trimester 2			
Unit		Instructional Days	Essential questions
		56 Days	
Trimester 2			
Trimester 2 Unit 4	<u>Reading(Wonders)</u> Week One (Days 1-5 Refer to Unit 4 Teacher Guide pages T316-T317) Standards addressed-RI.K.2,RI.K.4,RI.K.7,RL.K.2,RL.K.5,RL.K.7 Content addressed- Identify main topic; Ask & answer unknown words; Describe illustration & story relationships; Retell with detail; Recognize text types; Describe illustration & story relationship Week Two (Days 1-5 Refer to Unit 4 Teacher Guide pages T408-T409) Standards addressed-RI.K.2,RI.K.6,RI.K.7,RL.K.2,RL.K.3,RL.K.4,RL.K.5,RL.K.6,RL.K.7,RL.K.9 Content addressed-Identify main topic, author/illustrator's role in presenting ideas; Describe illustration & story relationship; Retell with detail; Identify story elements and events; Ask & answer unknown words; Recognize text types, Identify & define role author/illustrator; Describe illustration & story relationship; Compare/contrast character experiences Week Three (Days 1-5 Refer to Unit 4 Teacher Guide pages T500-T501) Standards addressed-RI.K.1,RI.K.2,RI.K.4,RI.K.5,RI.K.6,RI.K.7,RI.K.9,RL.K.2,RL.K.4,RL.K.5 Content addressed-Ask & answer key details; Identify main topic, Ask & answer unknown words, Identify parts of a book,the author/illustrator's role in presenting ideas, Describe illustration & story relationships, Compare/contrast two texts of same topic, Retell with detail, Ask & answer unknown words, Recognize text types Week Four (Days 1-3 Refer to Unit 4 Teacher Guide pages T592-593) Standards addressed-RI.K.3,RL.K.3,RL.K.5 Content addressed- With prompting and support, describe connection of two individuals, events, ideas, or pieces of information in a text; Identify characters, settings, and major events in a story; Recognize common types of texts (e.g., storybooks, poems)	18 Days	<u>Reading</u> Week One RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.4 -What strategies do readers use to determine unknown words? RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) Week Two RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a

<u>Word Work/Spelling</u> Week One (Days 1-5. Refer to Unit 4 Teacher Guide pages T316-T317) Standards addressed-RF.K.1,RF.K.1a,RF.K.2c,RF.K.2d,RF.K.3, RF.K.3a-d,RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print,Follow words from left to right, top to bottom, and page by page,Blend and segment onsets and rimes of single-syllable spoken words,Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.),Know and apply grade-level phonics and word analysis skills in decoding words,Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant,Associate the long and short sounds with common spellings (graphemes) for the five major vowels,Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does),Distinguish between similarly spelled words by identifying the sounds of the letters that differ Week Two (Days 1-5. Refer to Unit 4 Teacher Guide pages T408-T409) Standards addressed-RF.K.1a,RF.K.2,RF.K.2d,RF.K.3,RF.K.3a-c,RF.K.4 Content addressed-Follow words from left to right, top to bottom, and page by page, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Read emergent-reader texts with purpose and understanding. Week Three (Days 1-5. Refer to Unit 4 Teacher Guide pages T500-T501) Standards addressed-RF.K.1a,RF.K.2a,RF.K.2d,RF.K.3,RF.K.3a-d,RF.K.4 Content addressed- Follow words from left to right, top to bottom, and page by page, Recognize and produce rhyming words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and	text. RI.K.6 -How do authors and illustrators present information? RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.4 -Why is it important for readers to identify words they do not know? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.6 -How do authors and illustrators present information? - What role do authors and illustrators have? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Week Three RI.K.1 -With prompting and support, ask and answer questions about key details in a text. RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a
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short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Four (Days 1-5. Refer to Unit 4 Teacher Guide pages T59-593) Standards addressed-RF.K.2a,RF.K.2c,RF.K.3a,RF.K.3c,RF.K.4 Content addressed-Recognize and produce rhyming words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Read emergent-reader texts with purpose and understanding. <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Adjectives- Unit 4 Teacher Guide T331,343,353,363,369 & Vocabulary T318,T319,T332,T344,T355) Standards addressed-L.K.1f,L.K.2c,L.K.2d,(Unit 4, Adjectives) L.K.5,L.K.5c,L.K.6 (Unit 4, Vocabulary) Content addressed- Adjectives-Produce and expand complete sentences in shared language activities; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships.Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Two (Days 1-5. Adjectives- Unit 4 Teacher Guide T423,435,445,455,461 & Vocabulary T410, T411,T424,T436,T446) Standards addressed-L.K.1f,L.K.2a,L.K.2b,L.K.2c,L.K.2d (Unit 4, Adjectives) L.K.5,L.K.5a,,L.K.5c,L.K.6 (Unit 4, Vocabulary) Content addressed-Adjectives-Produce and expand complete sentences in shared language activities; Capitalize the first word in a sentence and the pronoun I; Recognize and name end punctuation; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships; Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings; Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the	text. RI.K.4 -What strategies do readers use to determine unknown words? RI.K.5 -How do the components of a book help a reader? -Why is it important to know the parts of a book? RI.K.6 -How do authors and illustrators present information? RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.4 -Why is it important for readers to identify words they do not know? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? Week Four RI.K.3 -How can making connections help understand informational text? -How do you describe the connection between two events? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text
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categories represent, Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Three (Days 1-5. Adjectives- Unit 4 Teacher Guide T515,527,537,547,553 & Vocabulary T502,T503,T516, T528,T538) Standards addressed-L.K.1f,L.K.2a,L.K.2c,L.K.2d,L.K.4a ,L.K.5,,L.K.5c,L.K.6 Content addressed-Adjectives-Produce and expand complete sentences in shared language activities; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships; Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); Vocabulary-With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Four (Days 1-3. Adjectives- Unit 4 Teacher Guide T423,435,445,455,461 & Vocabulary (NA) Standards addressed-L.K.1f (Unit 4, Adjectives) Content addressed-Adjectives-Produce and expand complete sentences <u>Writing</u> <u>Genre Writing Process: Personal Narrative</u> Refer to Teacher Guide pages T582-T591) Week- One(Days 1-5. Refer to Unit 4 Teacher Guide pages T316-T317) Standards addressed-W.K.2,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic,Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 4 Teacher Guide pages T408-T409) Standards addressed-W.K.2,W.K.3,W.K.7 Content addressed-Use a combination of drawing, dictating, and writing to	you are reading? <u>Word Work/Spelling</u> Week One, Week Two, Week Three RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? Week Four RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? <u>Language</u> Week One, Week Two L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my
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compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened,.Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) Week Three (Days 1-5. Refer to Unit 4 Teacher Guide pages T500-T501) Standards addressed-W.K.2,W.K.5,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Four Standards addressed-NA Content addressed-NA <u>Speaking/Listening</u> Week One (Days 1-5) Standards addressed-SL.K.1a,SL.K.1b,SL.K.2,SL.K.6 Content addressed-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information or clarify something that is not understood Week Two (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.1b,SL.K.2,SL.K.3,SL.K.4,SL.K.5,SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under	language? Week Three L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.4 -What strategies can help me determine the meaning of unknown words? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Week Four L.K.1 -Why is grammar important when speaking or writing? <u>Writing</u> Week One W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question?
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	discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood, Ask and answer questions in order to seek help, get information or clarify something that is not understood; Describe familiar people, places, things, and events and, with prompting and support, provide additional detail; Add drawings or other visuals displays to descriptions as desired to provide additional detail, Speak audibly and express thoughts, feelings, and ideas clearly. Week Three (Days 1-5) Standards addressed-SL.K.1a,SL.K.1b,SL.K.2,SL.K.3,SL.K.4,SL.K.5,SL.K.6 Content addressed-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Ask and answer questions in order to seek help, get information or clarify something that is not understood; Describe familiar people, places, things, and events and, with prompting and support, provide additional detail; Add drawings or other visuals displays to descriptions as desired to provide additional detail, Speak audibly and express thoughts, feelings, and ideas clearly. Week Four (Days 1-3) Standards addressed-SL.K.1 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Grade K Unit Assessments	Week Two W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.7 -How can I contribute to a shared research project Week Three W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.7 -How can I contribute to a shared research project <u>Speaking and Listening</u> Week One SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions
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			support understanding? SL.K.6 -How can I express my ideas clearly? Week Two, Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.K.4 -Why is it important to describe people, places, things, and events with details? SL.K.5 -How can visuals enhance a presentation? SL.K.6 -How can I express my ideas clearly? Week Four SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation?
Trimester 2, Unit 5	<u>Reading(Wonders)</u> Week One (Days 1-5 Refer to Unit 5 Teacher Guide pages T18-T19) Standards addressed-RI.K.7, RL.K.2, RL.K.3, RL.K.5, RL.K.6, RL.K.7 Content addressed- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), With prompting and support, retell familiar stories, including key details, With prompting and support, identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), With prompting and support, name the author and illustrator of a story and define the role of each in telling the story, With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	15 Days	<u>Reading</u> Week One RI.K.7 -How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5

	Week Two (Days 1-5 Refer to Unit 5 Teacher Guide pages T110-T111) Standards addressed-RI.K.2, RI.K.5, RI.K.7, RI.K.9, RL.K.5 Content addressed- With prompting and support, identify the main topic and retell key details of a text; Identify the front cover, back cover, and title page of a book; With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts); With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); Recognize common types of texts (e.g., storybooks, poem) Week Three (Days 1-5 Refer to Unit 5 Teacher Guide pages T202-203) Standards addressed-RI.K.2, RI.K.3, RI.K.6, RI.K.7,RI.K.9 Content addressed-With prompting and support, identify the main topic and retell key details of a text; With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text; Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text; With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts); With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <u>Word Work/Spelling:</u> Week One (Days 1-5. Refer to Unit 5 Teacher Guide pages T18-T19) Standards addressed-RF.K.1c,RF.K.2a,RF.K.2b,RF.K.2d,RF.K.3, RF.K.3a,RF.K.3c,RF.K.3d,RF.K.4 Content addressed-Understand that words are separated by spaces in print, Recognize and produce rhyming words, Count, pronounce, blend, and segment syllables in spoken words, isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.),Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding.	-How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.6 -How do authors and illustrators present information? - What role do authors and illustrators have? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) Week Two RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.5 -How do the components of a book help a reader? -Why is it important to know the parts of a book? RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? Week Three RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.3
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	Week Two(Days 1-5. Refer to Unit 5 Teacher Guide pages T114-T115) Standards addressed-RF.K.1,RF.K.1a,RF.K.2,RF.K.2c,RF.K.2d,RF.K.3, RF.K.3a-d,RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print, Follow words from left to right, top to bottom, and page by page, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Blend and segment onsets and rimes of single-syllable spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Three (Days 1-5. Refer to Unit 5 Teacher Guide pages T210-T211) Standards addressed-RF.K.2a,RF.K.2b,RF.K.2d,RF.K.2e,RF.K.3, RF.K.3a-d,RF.K.4 Content addressed-Recognize and produce rhyming words, Count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Subjective Pronouns-Unit 5 Teacher Guide T33,T45,T55,T65, T71 & Vocabulary T20,T21,T34,T46,T56,) Standards addressed-L.K.1c, L.K.1f, L.K.2c, L.K.2d (Unit 5, Subjective Pronouns) L.K.5, L.K.5c, L.K.6 (Unit 5,Vocabulary)	-How can making connections help understand informational text? -How do you describe the connection between two events? RI.K.6 -How do authors and illustrators present information? RI.K.7 -How can illustrations help me understand information? RI.K.9 -How can I compare two texts on the same topic? <u>Word Work/Spelling</u> Week One, Week Two RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? Week Three RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding?
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	Content addressed-Subjective Pronouns-Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes); Produce and expand complete sentences in shared language activities; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships; Vocabulary- With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Two (Days 1-5. Subjective Pronouns-Unit 5 Teacher Guide T125,T137,T147,T157, T163 & Vocabulary T112,T113,T126,T138,T148,) Standards addressed-L.K.1b ,L.K.1f ,L.K.2a ,L.K.2c,,L.K.2d (Unit 5, Subjective Pronouns)L.K.4b, L.K.5, L.K.5c, L.K.6 (Unit 5,Vocabulary) Content addressed- Subjective Pronouns-Use frequently occurring nouns and verbs; Produce and expand complete sentences in shared language activities; Capitalize the first word in a sentence and the pronoun I; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships; Vocabulary- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word; With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Three (Days 1-5. Subjective Pronouns-Unit 5 Teacher Guide pages T217,T229,T239,T249,T255 & VocabularyT204,T205,T218. T230, T240) Standards addressed- L.K.1f ,L.K.2c, L.K.2d (Unit 5, Subjective Pronouns) L.K.4a, L.K.5 ,L.K.5a ,L.K.5c, L.K.6 (Unit 5,Vocabulary) Content addressed-Subjective Pronouns-Produce and expand complete sentences in shared language activities; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationship; Vocabulary- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); With guidance and support from adults, explore word relationships and nuances in word meanings; Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; Identify real-life	Language Week One L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Week Two, Week Three L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.4 -What strategies can help me determine the meaning of unknown words? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Writing Week One W.K.3 -How can I draw, dictate, or write about an event?
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	connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Writing Week One (Days 1-5. Refer to Unit 5 Teacher Guide pages T18-T19) Standards addressed--W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 5 Teacher Guide pages T114-T115) Standards addressed--W.K.1,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...), With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 5 Teacher Guide pages T210-T211) Standards addressed--W.K.2,W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and	-How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Two W.K.1 -How do writers express an opinion? -How can I use reasons to support my opinion? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Three W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about?
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	support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <u>Speaking/Listening</u> Week One (Days 1-5) Standards addressed-SL.K.1, SL.K.1a, SL.K.1b ,SL.K.2, SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Speak audibly and express thoughts, feelings, and ideas clearly. Week Two (Days 1-5) Standards addressed-SL.K.1a, SL.K.1b, SL.K.2 ,SL.K.3, SL.K.5 Content addressed-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Ask and answer questions in order to seek help, get information, or clarify something that is not understood; Add drawings or other visual displays to descriptions as desired to provide additional detail. Week Three (Days 1-5) Standards addressed-SL.K.1, SL.K.1b, SL.K.5, SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; Continue a conversation through multiple exchanges; Add drawings or other visual displays to descriptions as desired to provide additional detail; Speak audibly and express thoughts, feelings, and ideas clearly.	W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.6 -How can I express my ideas clearly? Week Two SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding?
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	Grade K Unit Assessments		SL.K.5 -How can visuals enhance a presentation? Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.5 -How can visuals enhance a presentation? SL.K.6 -How can I express my ideas clearly?
Trimester 2, Unit 6	<u>Reading(Wonders)</u> Week One (Days 1-5 Refer to Unit 6 Teacher Guide pages T304-305) Standards addressed-RI.K.2, RI.K.7, RL.K.2, RL.K.3, RL.K.5, RL.K.7 Content addressed- With prompting and support, identify the main topic and retell key details of a text.; describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts); retell familiar stories, including key details; identify characters, settings, and major events in a story; Recognize common types of texts (e.g., storybooks, poems); With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). Week Two (Days 1-5 Refer to Unit 6 Teacher Guide pages T396-T397) Standards addressed-RI.K.2, RI.K.7, RL.K.2, RL.K.3, RL.K.5, RL.K.7 Content addressed- With prompting and support, identify the main topic and retell key details of a text.; describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts); retell familiar stories, including key details; identify characters, settings, and major events in a story; Recognize common types of texts (e.g., storybooks, poems); With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). Week Three (Days 1-5 Refer to Unit 6 Teacher Guide pages T488-T489) Standards addressed-RI.K.2 RI.K.9,RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.9 Content addressed- With prompting and support, identify the main topic and retell key details of a text.; identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or	20 Days	<u>Reading</u> Week One, Week Two RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.7 --How can illustrations help me understand information? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

procedures); ask and answer questions about key details in a text., retell familiar stories, including key details; identify characters, settings, and major events in a story; Recognize common types of texts (e.g., storybooks, poems); With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts); compare and contrast the adventures and experiences of characters in familiar stories. Week Four (Days 1-3 Refer to Unit 6 Teacher Guide page T581) Standards addressed-RI.K.2, RI.K.7, RL.K.3, RL.K.5 Content addressed-With prompting and support, identify the main topic and retell key details of a text.; describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts); identify characters, settings, and major events in a story; Recognize common types of texts (e.g., storybooks, poems). <u>Word Work/Spelling. Week One</u> (Days 1-5 Refer to Unit 6 Teacher Guide pages T304-305) Standards addressed-RF.K.2a, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d, RF.K.4 Content addressed-Recognize and produce rhyming words, Blend and segment onsets and rimes of single-syllable spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Two (Days 1-5. Refer to Unit 6 Teacher Guide pages T396-T397) Standards addressed-RF.K.1, RF.K.2a, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3d, RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print, Recognize and produce rhyming words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do,	Week Three RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.9 -How can I compare two texts on the same topic? RL.K.1 -How can asking and answering questions help me understand the text? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Week Four RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.7 --How can illustrations help me understand information?
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does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Three (Days 1-5. Refer to Unit 6 Teacher Guide pages T488-T489) Standards addressed-RF.K.2d, RF.K.2e, RF.K.a-d, RF.K.4 Content addressed-Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/., Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Four (Days 1-5. Refer to Unit 6 Teacher Guide page T581) Standards addressed-RF.K.2a . Content addressed-Recognize and produce rhyming words <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5.Singular/Plural Nouns- Unit 6 Teacher Guide pages T319,T331,T341,T351,T357 & Vocabulary T306,T307, T320,T332,T342,) Standards addressed-L.K.1b ,L.K.1c, L.K.1f, L.K.2b, L.K.2c, L.K.2d; (Unit 6,Singular/Plural Nouns) L.K.4a, L.K.5, L.K.5a, L.K.5c, L.K.6 (Unit 6,Vocabulary) Content addressed-Singular/Plural Nouns-Use frequently occurring nouns and verbs; Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes); Produce and expand complete sentences in shared language activities; Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships; Vocabulary- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); With guidance and support from adults, explore word relationships and nuances in word meanings; Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through	RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? <u>Word Work/Spelling</u> Week One, Week Three RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? Week Two RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? Week Four RF.K.2 -How are words made up of sounds? <u>Language</u> Week One L.K.1 -Why is grammar important when speaking or writing?
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	conversations, reading and being read to, and responding to texts. Week Two (Days 1-5.Proper Nouns- Unit 6 Teacher Guide T411 T423,T433, T443, T449 & Vocabulary T398,T399,T412,T424,T434,) Standards addressed-L.K.1f, L.K.2b, L.K.2c, L.K.2d, (Unit 6,Proper Nouns) L.K.5, L.K.5c,L.K.5d, L.K.6 (Unit 6,Vocabulary) Content addressed- Proper Nouns-Produce and expand complete sentences in shared language activities; Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships;With guidance and support from adults, Vocabulary- explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings; Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Three (Days 1-5.Singular/Plural Nouns-Unit 6 Teacher Guide T503,T515,T525,T535,T541 & Vocabulary T490, T491,T504, T516,T526) Standards addressed-L.K.1b , L.K.1c, L.K.1d, L.K.2b, L.K.2c, L.K.2d; (Unit 6, Singular/Plural Nouns) L.K.5, L.K.5c, L.K.6 (Unit 6, Vocabulary) Content addressed-Singular/Plural Nouns-Use frequently occurring nouns and verbs; Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes); Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how);Recognize and name end punctuation, Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships;Vocabulary- With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Week Four (Days 1-3.Vocabulary- Unit 6 Teacher Guide T581) Standards addressed-L.K.6 (Unit 6,Vocabulary) Content addressed- Vocabulary- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.4 -What strategies can help me determine the meaning of unknown words? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Week Two, Week Three L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? Week Four L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language?
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<u>Writing</u> <u>Genre Writing Process: Personal Narrative</u> Refer to Teacher Guide pages T570-T579) Week One (Days 1-5 Refer to Unit 6 Teacher Guide pages T304-305) Standards addressed-W.K.1, W.K.7, W.K.8, Content addressed-Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.,My favorite book is...), Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 6 Teacher Guide pages T396-T397) Standards addressed-W.K.2,W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 6 Teacher Guide pages T488-T489) Standards addressed-W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and	<u>Writing</u> Week One W.K.1 -How do writers express an opinion? -How can I use reasons to support my opinion? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Two W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Three W.K.3 -How can I draw, dictate, or write about an event?
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	support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Four Standards addressed-NA Content addressed-NA <u>Speaking/Listening</u> Week One (Days 1-5) Standards addressed-SL.K.1, SL.K.1a, SL.K.1b, SL.K.2,SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Speak audibly and express thoughts, feelings, and ideas clearly. Week Two (Days 1-5) Standards addressed-SL.K.1b, SL.K.2 Content addressed-Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Week Three (Days 1-5) Standards addressed-SL.K.1, SL.K.1a, SL.K.1b, SL.K.2, SL.K.3, SL.K.4 SL.K.5, SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Ask and answer questions in order to seek help, get information, or clarify something that is not understood; Describe familiar people, places, things, and events and, with prompting and support, provide additional detail; Add drawings or other visual displays to descriptions as desired to provide additional detail; Speak audibly and express thoughts, feelings, and ideas clearly.	-How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.6 -How can I express my ideas clearly? Week Two SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation?
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	Week Four (Days 1-3) Standards addressed-SL.K.1, SL.K.5 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; Add drawings or other visual displays to descriptions as desired to provide additional detail. Grade K Unit Assessments		SL.K.2 -How can asking and answering questions support understanding? SL.K.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.K.4 -Why is it important to describe people, places, things, and events with details? SL.K.5 -How can visuals enhance a presentation? SL.K.6 -How can I express my ideas clearly? Week Four SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.5 -How can visuals enhance a presentation?
		Total: 56	

Trimester 3			
Unit		Instructional Days	Essential questions
		59	
Trimester 3, Unit 9	<u>Reading(Wonders)</u> Week One (Days 1-5 Refer to Unit 9 Teacher Guide pages T18-T19) Standards addressed-RI.K.7, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.9 Content addressed-With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), retell familiar stories, including key details, identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems); With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), compare and contrast the adventures and experiences of characters in familiar stories. Week Two (Days 1-5 Refer to Unit 9 Teacher Guide pages T110-T111) Standards addressed-RI.K.2, RI.K.7, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.9 Content addressed-With prompting and support, identify the main topic and retell key details of a text, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), retell familiar stories, including key details, identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems); With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), compare and contrast the adventures and experiences of characters in familiar stories. Week Three (Days 1-5 Refer to Unit 9 Teacher Guide pages T202-T203) Standards addressed-RI.K.2, RI.K.3, RI.K.7, RI.K.9, RL.K.5, RL.K.7 Content addressed- With prompting and support, identify the main topic and retell key details of a text, describe the connection between two individuals, events, ideas, or pieces of information in a text, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); Recognize common types of texts (e.g., storybooks, poems); With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in	15 Days	<u>Reading</u> Week One RI.K.7 --How can illustrations help me understand information? RL.K.2 --How can retelling a story help a reader remember and understand the text? --Why is using key details from the story important in retelling the story? RL.K.3 --How do readers identify story elements? RL.K.5 --How do readers identify the characteristics of a text? --Why is it important to know what type of text you are reading? RL.K.7 --With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 --With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Week Two RI.K.2 --With prompting and support, identify the main topic and retell key details of a text. --Identify the main topic and retell key details of a text. RI.K.7 --How can illustrations help me understand information? RL.K.2 --How can retelling a story help a reader remember

a story an illustration depicts). Word Work/Spelling Week One (Days 1-5. Refer to Unit 9 Teacher Guide pages T18-T19) Standards addressed-RF.K.2,RF.K.2b,RF.K.2d,RF.K.2e,RF.K.3a-d, RF.K.4 Content addressed-Demonstrate understanding of spoken words, syllables, and sounds (phonemes), count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/.), Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week Two (Days 1-5. Refer to Unit 9 Teacher Guide pages T110-T111) Standards addressed-RF.K.1a,RF.K.2, RF.K.2a,RF.K.2d,RF.K.2e,RF.K.3, RF.K.3a-d,RF.K.4 Content addressed-Understand that words are separated by spaces in print, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Recognize and produce rhyming words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with //, /r/, or /x/., Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ, Read emergent-reader texts with purpose and understanding. Week (Days 1-5. Refer to Unit 9 Teacher Guide pages T202-T203) Standards addressed-RF.K.2,RF.K.2b,RF.K.2d,RF.K.2e,RF.K.3,RF.K.3a-d, RF.K.4 Content addressed-Demonstrate understanding of spoken words, syllables,	and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. Week Three RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.3 -How can making connections help understand informational text? -How do you describe the connection between two events? RL.K.5 -How do readers identify the characteristics of a text? -Why is it important to know what type of text you are reading? RI.K.7 --How can illustrations help me understand information? RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
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and sounds (phonemes), Count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Know and apply grade-level phonics and word analysis skills in decoding words, Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sound of the letters that differ, Read emergent-reader texts with purpose and understanding. <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Unit 9 Teacher Guide pages T33,T45,T55,T65,T71 & Vocabulary T20,T34, T46,T56) Standards addressed L.K.1a, L.K.1f, L.K.2a, L.K.2b, L.K.2d,-(Unit 9, Adjectives) L.K.4, L.K.4b, L.K.5, L.K.5a, L.K.5c, L.K.6 (Unit 9, Vocabulary) Content addressed- Adjectives-Print many upper- and lowercase letters; Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how); Produce and expand complete sentences in shared language activities; Capitalize the first word in a sentence and the pronoun I; Recognize and name end punctuation; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationships.Vocabulary-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content; Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word; With guidance and support from adults, explore word relationships and nuances in word meanings; Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts Week Two (Days 1-5. Unit 9 Teacher Guide pages T125,T137,T147,T157,T163 & Vocabulary T112,T126,T138,T148) Standards addressed- L.K.1a, L.K.1d, L.K.1f, L.K.2a, L.K.2b, L.K.2c L.K.2d (Unit 9, Adjectives) L.K.4, L.K.5, L.K.5c, L.K.6 (Unit 9,Vocabulary)	<u>Language</u> Week One, Week Two, Week Three L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? - How does using appropriate capitalization, punctuation, and spelling help my writing? L.K.4 -What strategies can help me determine the meaning of unknown words? L.K.5 -How do I recognize word patterns? L.K.6 -What strategies will I use to learn and use words? - How do I use new words I learn in my language? <u>Writing</u> Week One W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Two W.K.2 -How do writers name the topic they write about?
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Content addressed-Adjectives-Print many upper- and lowercase letters; Produce and expand complete sentences in shared language activities; Capitalize the first word in a sentence and the pronoun I; Recognize and name end punctuation; Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Vocabulary-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content; With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful); Use words and phrases acquired through conversations, reading and being read to, and responding to texts Week Three (Days 1-5. Unit 9 Teacher Guide pages T217, T229, T239, T249, T255 & Vocabulary T204, T218, T230, T240) Standard addressed-L.K.1, L.K.1a, L.K.1f, L.K.2a, L.K.2c L.K.2d (Unit 9, Adjectives) L.K.4, L.K.4a, L.K.5, L.K.5c, L.K.6 (Unit 9,Vocabulary) Content addressed-Adjectives-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Print many upper- and lowercase letters; Produce and expand complete sentences in shared language activities, Capitalize the first word in a sentence and the pronoun I; Write a letter or letters for most consonant and short-vowel sounds (phonemes); Spell simple words phonetically, drawing on knowledge of sound-letter relationship; Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Vocabulary- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); With guidance and support from adults, explore word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., note places at school that are colorful; Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Writing Week One (Days 1-5. Refer to Unit 9 Teacher Guide pages T18-T19) Standards addressed-W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed,With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers,Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and	-How can I draw, dictate or write information I know about? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Week Three W.K.2 -How do writers name the topic they write about? -How can I draw, dictate or write information I know about? W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Speaking and Listening Week One , Week Three
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express opinions about them),With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 9 Teacher Guide pages T110-T111) Standards addressed-W.K.2,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed, With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers,Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 9 Teacher Guide pages T202-T203) Standards addressed-W.K.2,W.K.3,W.K.5,W.K.6,W.K.7,W.K.8 Content addressed-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened, With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed,With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers,Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them),With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question Speaking/Listening Week One (Days 1-5) Standards addressed-SL.K.1a, SL.K.1b, SL.K.2, SL.K.5, SL.K.6 Content addressed- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Add drawings or other visual displays to descriptions as desired to provide additional detail; Speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.5 -How can visuals enhance a presentation? SL.K.6 -How can I express my ideas clearly? Week Two Week Three SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding?
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	Week Two (Days 1-5) Standards addressed- SL.K.1b, SL.K.2, Content addressed-Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Week Three (Days 1-5) Standards addressed-SL.K.1, SL.K.1b, SL.K.2 ,SL.K.5, SL.K.5c, SL.K.6 Content addressed- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; Continue a conversation through multiple exchanges; Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; Add drawings or other visual displays to descriptions as desired to provide additional detail; Speak audibly and express thoughts, feelings, and ideas clearly. Grade K Unit Assessments		
Trimester 3, Unit 10	Reading(Wonders) Week One (Days 1-5 Refer to Unit 10 Teacher Guide Pages T304-T305) Standards addressed-RI.K.2,RI.K.7,RI.K.8,RL.K.2,RL.K.3,RL.K.5,RL.K.6, RL.K.7, RL.K.9 Content addressed-With prompting and support, identify the main topic and retell key details of a text, With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts),With prompting and support, identify the reasons an author gives to support points in a text., With prompting and support, retell familiar stories, including key details, With prompting and support, identify characters, settings, and major events in a story, Recognize common types of texts (e.g., storybooks, poems), With prompting and support, name the author and illustrator of a story and define the role of each in telling the story, With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts), With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Reading Week One RI.K.2 -With prompting and support, identify the main topic and retell key details of a text. -Identify the main topic and retell key details of a text. RI.K.7 -How can illustrations help me understand information? RI..K8 -How does an author support what he says in the text? RL.K.2 -How can retelling a story help a reader remember and understand the text? -Why is using key details from the story important in retelling the story? RL.K.3 -How do readers identify story elements? RL.K.5

<u>Word Work/Spelling</u> Week One ((Days 1-5 Refer to Unit 10 Teacher Guide Pages T304-T305) Standards addressed-RF.K.1,RF.K.2,RF.K.2b,RF.K.2d,RF.K.2e,RF.K.3b-d, RF.K.4 Content addressed-Demonstrate understanding of the organization and basic features of print, Demonstrate understanding of spoken words, syllables, and sounds (phonemes), Count, pronounce, blend, and segment syllables in spoken words, Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.), Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words, Associate the long and short sounds with common spellings (graphemes) for the five major vowels, Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), Distinguish between similarly spelled words by identifying the sounds of the letters that differ., Read emergent-reader texts with purpose and understanding. <u>Language</u> Week One (Days 1-5 Refer to Unit 10 Teacher Guide Pages T304-T305) Standards addressed-L.K.1,L.K.2,L.K.2b,L.K.2d,L.K.2e,L..K.3b-d, L.K.4 Content addressed-Produce and expand complete sentences in shared language activities, Capitalize the first word in a sentence and the pronoun I, Recognize and name end punctuation,Write a letter or letters for most consonant and short-vowel sounds (phonemes),Spell simple words phonetically, drawing on knowledge of sound-letter relationships,Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content,With guidance and support from adults, explore word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., note places at school that are colorful),Use words and phrases acquired through conversations, reading and being read to, and responding to texts <u>Writing</u> Week One (Days 1-5 Refer to Unit 10 Teacher Guide Pages T304-T305) Standards addressed-W.K.3,W.K.5,W.K.6,W.K.7,W.K.8, Content addressed-Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened,With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed,With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers,Participate in shared research and writing projects (e.g., explore a number of books by a favorite	-How do readers identify the characteristics of a text? - Why is it important to know what type of text you are reading? RL.K.6 -How do authors and illustrators present information? -What role do authors and illustrators have? RL.K.7 -With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). RL.K.9 -With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <u>Word Work/Spelling</u> Week One RF.K.1 -How do letters help me read? -Why is the alphabet important? RF.K.2 -How are words made up of sounds? RF.K.3 -How can sounds help me understand a word? How can recognizing grade level words help me be a better reader? RF.K.4 -Why is it important to read with purpose? -How do I read for understanding? <u>Language</u> Week One L.K.1 -Why is grammar important when speaking or writing? L.K.2 -Why are conventions important when writing? -How does using appropriate capitalization,
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	author and express opinions about them),With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question Speaking/Listening Week One (Days 1-5) Standards addressed-SL.K.1,SL.K.1a,SL.K.1b,SL.K.2,SL.K.6 Content addressed-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups,Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion),Continue a conversation through multiple exchanges,Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood,Speak audibly and express thoughts, feelings, and ideas clearly.		punctuation, and spelling help my writing? L.K.4 -What strategies can help me determine the meaning of unknown words? Writing Week One W.K.3 -How can I draw, dictate, or write about an event? -How do writers tell about an event and share their reaction with the reader? W.K.5 -How can answering questions from others help improve my writing? W.K.6 -How can technology be used as a tool to write,publish, and/or collaborate? W.K.7 -How can I contribute to a shared research project? W.K.8 -How can I gather information to answer a question? Speaking/Listening Week One SL.K.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.K.2 -How can asking and answering questions support understanding? SL.K.6 -How can I express my ideas clearly?
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